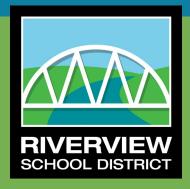
# #RIVERVIEW WAY

diversity, equity and inclusion



## Building Bridges to the Future



THE RIVERVIEW WAY

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### Welcome to the Riverview School District

The Riverview Way communicates our priorities and how they work together, to build upon student-centered culture in our school district. We are focused on our mission, which is to "Educate Children," and our vision, "To become a national model of educational excellence."

We believe our work is to graduate students who are Self-Directed Learners, Quality Producers, Effective Communicators, Collaborative Workers, Complex Thinkers, and Community Contributors. In accomplishing our mission and vision, we work together to ensure that each student thrives. Learning is accelerated in an educational environment where outcomes are achieved through high expectations within a collaborative culture. Every person in Riverview is expected to actively engage as a learner with a growth mindset.

We understand that our district focus on inclusion means that students have varying needs for social and emotional support, and take different pathways to reach their goals. This is the reason Riverview offers a wide range of learning options for its students, and emphasizes each of the four A's: Academics, Athletics, Activities, and the Arts. We are proud that Riverview is consistently recognized at the local, state, and national level, and is known as a destination school district.

We welcome you as a valued partner!









### Our WHY

our MISSION is: Educate Children

our vision is: To Become a National Model of Educational Excellence

### RIVERVIEW STUDENTS ARE



SELF-DIRECTED



QUALITY



EFFECTIVE COMMUNICATORS



COLLABORATIVE WORKERS



COMPLEX THINKERS



COMMUNITY

### Our HOW

We accomplish our mission through:

### Personalizing Learning Through the Practices of Equity and Inclusion

We believe we are all learners who set personal growth goals and take ownership of our personalized learning. We accelerate growth when we align the learning of the people in our system, with students at the center.

#### EQUITY & ACCESS



SCHOOL



CENTRAL



TEACHERS



STUDENTS



**PRINCIPALS** 



SUPPORT SERVICES



COMMUNITY

GROWTH GOALS

### Our WHAT

We accomplish our vision through:

### Strategic Goals

### GOALS

### **OBJECTIVES**



Increase the growth of each and every student in achieving district student outcomes.

- **1A:** Review, develop and implement aligned curriculum and supports for student learning.
- **1B:** Reduce achievement gaps that exist in students who receive English Language, Low Income, Homelessness, and Students with Disabilities Services
- **1C:** Increase integration of Information Technology, Student Services and Teaching and Learning Departments to support student and staff learning.



Implement financial practices and improve system wide operations to support the growth of each and every student in achieving district student outcomes.

- **2A:** Increase allocation of resources (people, time, money) equitably based on school and community needs to reduce barriers that inhibit student learning.
- **2B:** Strengthen and communicate district wide operations to support the safety and wellness of students.



Provide Human Resources and Communication practices to support the growth of each and every student in achieving district student outcomes.

- 3A: Implement the 2018-2023 Human Resources (HR) Plan.
- **3B:** Increase the reach of the Riverview School District's Communications program.

### MISSION: Educate Children

Our mission is Educate Children. This means the Riverview community embraces student individuality and collectively cultivates passion for life-long academic, social, and emotional learning.

	OUTCOMES	INDICATORS
	SELF-DIRECTED LEARNERS	Sets goals and uses time effectively. Takes initiative for learning. Practices resiliency. Problem solves as a reflective learner.
\$\psi \psi \psi \psi \psi \psi \psi \psi	QUALITY PRODUCERS	Demonstrates planning skills. Effectively uses resources and technology. Meets goals. Takes responsibility and values accuracy. Assesses own work. Aspires to exceed expectations.
	EFFECTIVE COMMUNICATORS	Active listeners able to analyze, interpret, and apply. Understands audience and delivers information effectively using multiple formats. Self—confident and assured. Offers and accepts appropriate feedback. Effective writers.
	COLLABORATIVE WORKERS	Contributes to a shared vision. Values, supports, and builds on others' contributions. Understands diverse viewpoints. Understands and fulfills own role in group; leader and/or follower. Brings quality contributions and actively participates.
**************************************	COMPLEX THINKERS	Applies various questioning strategies. Ability to solve challenging problems by accessing multiple strategies. Analyzes, reflects, and evaluates. Displays critical and creative thinking traits. Applies information to differing situations and transfers knowledge. Explores and takes risks with their learning.
	COMMUNITY CONTRIBUTORS	Shows empathy. Exhibits awareness and knowledge of local and global diversity. Understands and values community. Engages in actions that positively affect community and environment.

### Values and Beliefs

### WE BELIEVE:

We believe we are all learners who take ownership of our learning. We accelerate growth when we align the learning of all the people in our system, with students at the center. We are committed to continuous improvement.

In order to achieve our mission, we agree to work together in ways that represent our shared values of:

**HONESTY** 

**INCLUSIVENESS** 

**INTEGRITY** 

**ENGAGEMENT** 

Our shared values and beliefs compel us to provide equitable and accessible learning to all.

#### EQUITY AND ACCESS DEFINITION

Equity means making sure every student has the support they need to thrive.

#### INCLUSIONARY PRACTICES DEFINITION

Inclusionary practice provides access to learning in an environment where all students are challenged and supported.

#### Some characteristics of individual access include:

- The pace of learning is adjusted.
- Learning objectives, approaches, content, and tools are tailored and optimized for each learner.
- Learning is driven by learner interests.
- Learners are given choice in what, how, when, and where they learn.
- Learning is often supported by technology.











# Personalizing Learning Through the Practices of Equity and Inclusion

Achievement of District Outcomes and Rigorous Learning Goals for All Students



### BELIEFS & CULTURE

Diversity, Equity, & Inclusion

**Growth Mindset** 

Embracing Learner Variability

> Family Engagement



### SKILL SETS

Leveraging Student Voice & Choice

Curriculum Mapping with Essential Standards

Culturally
Responsive Teaching
Practices

Data Informed Decision Making

### **SYSTEMS**

Professional Learning Communities

Multi-Tiered System of Supports

Resource
Allocation to
Serve Student Needs

Linking Mission &
Vision to
Classroom
Practices



### Multi-Tiered System of Supports

### ACADEMIC AND BEHAVIORAL SUPPORTS:

- Differentiated instruction
- Balanced Literacy K-5
- Core Math Curriculum K-12
- Student devices to personalize learning
- School nursing
- Positive Behavioral Intervention Supports (PBIS) in classrooms, on playgrounds, buses, etc.

### SOCIAL AND EMOTIONAL LEARNING (SEL):

- Curriculum and instruction
  - Second Step K-8
  - Project Wayfinder 9-12
- Prevention
  - Forefront in the School 9-12
- How to Help a Friend 6-12
- Sources of Strength 9-12

### DATA INFORMED DECISION MAKING:

- School Improvement Plan
- SEL/Behavior Screening
- State & District Summative & Benchmarking Assessments
- OSPI Healthy Youth Survey
- Schoolwide Information System (SWIS)
- Student, Staff, and Parent/Guardian Surveys

### ACADEMIC AND BEHAVIORAL SUPPORTS:

- PBIS Tier II
- Differentiated device/ software for students
- EL translation software
- 504, Title I & LAP Programs
- Targeted intervention
- Focused counseling supports
- Empowerment programs
- Check In Check Out programs
- Individualized behavior contracts/plans
- Small group behavior contracts
- EYN Mentoring

### DATA INFORMED DECISION MAKING:

- Screening, Intervention and Fidelity data
- Critical Data Process
- Student, Staff, and Parent/Guardian Surveys

### ACADEMIC AND BEHAVIORAL SUPPORTS:

- Adaptive technology
- Specialized transportation
- Handle With Care Assessment
- Individualized behavior contract/plans
- Individualized schedule, programs etc.
- Individualized aspects of 504, Title I, LAP and EL supports
- Function-based behavior plans

### DATA INFORMED DECISION MAKING:

- Screening, Intervention and Fidelity data
- Intensive student support team
- Critical Data Process
- Student, Staff, and Parent/Guardian Surveys



## TARGETED TARGETED

### **UNIVERSAL**



### **CONTINUUM OF STUDENT SUPPORTS**

**Ж** 

## **FRIVERVIEW WAY**

diversity, equity and inclusion

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